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The Instructional Aide Program (Shoreline Community College, Seattle, Washington) is a flexible curriculum designed to prepare students to meet the paraprofessional manpower needs of several kinds of institution. It was prepared after consultation with representatives of the schools, the YMCA, and the country park system. Other agencies still to be consulted include the Boy Scouts, the Girl Scouts, Campfire Girls, religious institutions, and the public libraries. There is a special need for graduates who can work with remedial or handicapped students, in art, music, and physical education, as attendants, playground supervisors, bus drivers, secretarial assistants, etc. From these consultations, it was estimated that the college could place 35-40 aides per year. The curriculum stresses the fundamentals of speech, typing, intergroup relations, working with groups, instructional techniques, and psychological and sociological principles. A core curriculum would meet generalized objectives and permit the student to choose related activities. The faculty developing this program must be carefully chosen--preferably those young enough to grow with the program, energetic enough to supervise the interns, with at least two years of teaching experience, and with administrative potential. A tentative curriculum for the Aide Program is presented. (HH)

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SHORELINE COMMUNITY COLLEGE Seattle, Wash.
Instructional Aide Program

The Instructional Aide Program is a two-year pliant curriculum designed to prepare students to fill the para-professional manpower requirements of various types of institutions and agencies. It is hoped that the program will remain flexible in order to adjust itself to the changing needs of the next decade and beyond. This program has been planned with the advice of many different individuals representing institutions and agencies of diversified persuasions. Among the individuals consulted were: Mr. Peter Ehli, Principal of Ronald Elementary School, who has worked on the training of Teacher Aides in the Shoreline School District; Mrs. Norma Dimmitt who is the Shoreline School District staff member concerned with the Triple "T" Program; Mr. Lee Blakely, Assistant Superintendent of the Northshore School District; Sister Claudia, Principal of St. Lukes Catholic Elementary School; Mrs. Jean Payne who is in charge of the Family Life Program at Shoreline Community College; Mr. William Stuber, Personnel Director of the Seattle Metropolitan Y.M.C.A. and Mr. Tom Ryan, Assistant Superintendent of King County Parks. Other institutions or agencies that should be consulted are the Boy Scouts and Girl Scouts, Campfire Girls, Religious Institutions in the District, Edmonds School District and King County and Seattle Public Libraries.

All the individuals who were consulted were enthusiatic about the possibilities of employing Instructional Aide Personnel in their programs with the one exception of the Family Life Program. But, even here there were several possibilities open. The Shoreline School District already employs over 100 para-professionals and would welcome the opportunity of assisting in the preparation of students and in hiring qualified personnel. Shoreline School District now pays between $2.35 and $2.45 an hour for their present personnel and would probably offer more to carefully trained individuals. St. Lukes' administration indicates interest in trying the program especially if we produced graduates which could work with the remedial and handicapped student. Also, they need specialized para-professional help in art, music, and physical education. St. Lukes would be happy to be a source for training of instructional aides. Mr. Blakely at first resisted making any commitment because of Northshore's budgetary problems, but indicated that such personnel as we planned on training were already employed in the Woodinville Handicapped School at $3.50 an hour as attendents and that they also used some playground supervisors in the elementary schools at $2.40 an hour. He further stated he would be anixous to hire our students in these jobs and that positions as educational secretarial assistants, swimming instructors, bus drivers, and the graphic arts assistants could also be hired without expanding the present budget.

Mr. Stuber said the Y.M.C.A. had need of many non-professional personnel in aquatics, group leadership activities, and the accounting-bookkeeping-typing area. He thought that students with secretarial skills combined with ability to handle groups would be especially helpful. The Seattle Y Now hires 8 - 10 full time non-professional employees each year and also many part-time employees of this category. The full time positions pay $4-6,000 for office workers and $5-7,000 for recreational assistants. Mr. Stuber also indicated that the "Y" would be most willing to participate in our training program.

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On the basis of the information I received from these interviews, I feel that we would have no problem placing 35-40 students a year in some form of instructional aide employment.

In developing a curriculum the main objective should be to establish fundamental skills in intergroup relationships, in developing skill and techniques for working with groups, and in developing instructional techniques and specialized skills in one or more related activities. A central core curriculum could be developed to meet the generalized objectives and the student would be given the opportunity to choose their related activity from a wide list of possibilities.

The central core subjects would be concerned with general teaching and group handling techniques, with knowledge of psychological and sociological principles, and with a development of some skill and technique ability in basic personal development areas such as speech and typing.

The program should be open-ended so it would allow a student to complete the course and find employment in this field or to transfer to a four year college and pursue a B.A. degree with only a minimum loss of earned credits.

The instructional aides program would serve a great need in the community by making available students to work for the various agencies and schools on an internship basis. I have been informed by many that this would not only benefit the student but also the program of the participating agency or institution.

In the Instructional Aid Vocational Program provisions must be made to instruct personnel in the field who will be employing the services of the Instructional Aides.

The faculty member chosen to develop this program must be selected with care. He or she should be young (under 30) so that he could grow with the program and also do the necessary "leg-work" of supervising the interns. He or she should have at least two years of teaching experience, preferably on the elementary level and have the administrative capability to be considered a good prospect for an elementary principalship and above all, he must be able to work with people.

The first group of students selected for the Instructional Aide Program should be carefully screened so that we are certain that these graduates will be successful in the field. This will be a great aid in establishing a demand for similarly trained personnel in the future.

The following is a tentative program schedule for the instructional Aides curriculum. The Freshman Year:

Fall Quarter

		Credits
English 91, or English 101	Speaking, Writing, Listening	3
Secretarial Science 130	Beginning Typing	2
Speech 100	Basic Speech Improvement	5
Instructional Aide 110	Intro to working with groups and presentation of opportunities in the Instructional Aide Field	2
Elective in Specialized Field		3-5

Winter Quarter

English	Developmental Reading	3
Psychology 100	General Psychology	5
Secretarial Science 131	Intermediate Typing	2
Speech 110	Voice and Articulation Improvement	2
Instructional Aide 120	Human and Public Relations	3

Spring Quarter

Sociology 110	Survey of Sociology	5
Speech 111	Voice and Articulation Improvement	2
Instructional Aide 130	Group Dynamics	5
Elective in Specialized Field		3-5

Sophomore Year:

Fall Quarter

Instructional Aide 210	Extra Curricular Internship	5
Physical Education 292	First Aid and Safety	3
Instructional Aide 220	The Elementary School and the Six to Twelve year old	3
Elective in Specialized Field		3-5

Winter Quarter

Secretarial Science 170	Duplicating Processes	2
Instructional Aide 230	Basic Mathematics	3
Instructional Aide 240	Creative Teaching	3
Instructional Aide 250	Procedure - Seminar to go along with Observations in the Field	2
Elective in Specialized Field		3-5

Spring Quarter

Phychology 206	Child Psychology	5
Instructional Aide 260	Internship	8
Instructional Aide 270	Seminar for Internship	2

Related Fields for Specialized Work

1. Recreation
2. Instructional Media
3. Work with Handicapped
4. Library
5. Drama
6. Art
7. Music
8. Secretarial Science
9. Science (Lab Technicians)
10. Family Life

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